INDIANA
ADULT EDUCATION

Best Practice Webinars

Adult Education

Department of Workforce Development

INDIANA
WORKFORCE
DEVELOPMENT
AND ITS **WorkOne** CENTERS

Agenda

- Introduction to Webinars
- Follow Up Best Practices
- Table 5 Definitions
- Audit Reports
- Snap Shot Reports
- Scorecard Definitions and Changes
- Best Practice Webinars in the Future

Intention

❖ The goal is to have best practice webinars every other month to help share regional initiatives statewide.

❖ The intention is for these to be interactive webinars for Directors and appropriate staff.

❖ Any suggestions or comments about these webinars need to be shared and discussed with your Adult Education Coordinator.

WIOA Follow Up

- **Do states and locals have to collect new performance information?**

  - By and large, DOL's Employment and Training Administration's grantees already collect most of the performance data required by WIOA. However, the primary indicators of performance specify outcomes with respect to quarters after exit that are different from WIA. There are also some additional data elements that will be required such as credentials attainment, measurable skills gain, training-related costs and information regarding employer engagement. The Department will be issuing guidance and technical assistance related to these new elements.

  - https://www.doleta.gov/performance/guidance/qa.cfm#REPORTING

Follow Up Best Practices

- Follow Up Initiatives
  - Teachers Following Up with Students
  - Social media connections
  - Transition Coaches
  - Connecting with WorkOne Partners
  - Graduations
  - Follow Up Form

Follow Up Best Practices

Exit and Follow-up Go Back to Your Future!

Name: Student Number:

Term: 2015-2016 Date of Exit:

Exit and Follow-up Completed by which Staff Member:

Exit Type: Hard (Student has made it known that he or she is leaving the program. Or the class is ending.) Soft (Student has not attended class for 90 calendar days.) Continuing (Student is changing programs in the same year, such as from ESL to ABE.)

Separation Reason: Illness or incapacity Lack of dependent child care resources Lack of transportation resources Family problems Time and/or location of services not feasible Lack of interest/instruction not helpful to participant Moved Entered Employment Other known reason_____ Cannot locate or contact Completed goal Parole/probation Incarcerated Released from incarceration Lack of academic progression Attendance issues Work schedule conflict Transfer to partner program Re-enrolled in high school Conduct

Student belongs to the following cohorts: Enter Employment (because the student was "Not Employed" at entry) Follow up by end of 1st quarter after exit_____ Retain Employment (because the student was "Employed" at entry OR the student was "Not Employed" at entry but became employed by the first quarter after exit) Follow up by end of 3rd quarter after exit_____ Obtain a Secondary Credential (because the student attempted the high school equivalency tests) Follow up by December 31 of the next program year_____ Place in Postsecondary Education or Training (because the student earned a secondary credential OR the student has a secondary credential at entry but no college degree) Follow up by June 30 of the next program year_____

Next Contact: Continue to attempt to contact Could not contact; final result Follow-up complete

Contact History: Date   Interviewer   Who We Talked To   Result

InTERS Team

- Table 5 report explanation

- Table 5 audit explanation

- Where to enter data in InTERS

Scorecard Definitions

- Scorecard, was originally created to help Adult Education Providers understand the state goals in one document

- To pull: log into InTERS, go to the Report tab, NRS tables, Scroll down to ABE Scorecard Printed

ABE Program Scorecard Printed

Program Year Location	2014-2015			2015-2016		
	ABE Program Ft Wayne	Region 3	State	ABE Program Ft Wayne	Region 3	State
Total Enrolled	1081	2502	23846	775	1807	15971
Total ALL Enrollment	772	2116	18812	509	1437	11896
Total ESL Enrollment	309	386	5034	266	370	4075
Table 4 Pct	49%	41%	43%	43%	38%	36%
Table 4B Pct	80%	77%	81%	73%	75%	78%
% Pre & Post	62%	54%	54%	59%	51%	47%
Separated w/No Gain	43%	50%	49%	20%	24%	29%
Table 5	53.97%	47.42%	0%	29.18%	28.99%	0%
Table 5 Retained	65.39%	65.85%	0%	28.9%	27.55%	0%
Table 5 HSE	87.5%	86.28%	0%	90.91%	88.3%	0%
Table 5 Post Sec	23.14%	26.33%	0%	30.77%	31.01%	0%
Transition to Postsecondary	3	13	196	0	12	202
OST	44	84	886	34	71	543
OST Cert				3	20	77
OST Employ				1	5	48
Employment in TRO	28	62	848			
Employment Incentive	308	901	9004			
Employment PAI	0	0	0			
HSE Earned	155	391	4187	74	190	1879
HSE Trans				0	5	91
HSE Employ				6	21	243
% Earning HSE	20%	18%	22%	15%	13%	16%
Total Allocation	960,779.00	2,340,972.00	21,325,045.00	984,878.00	2,325,454.00	21,382,008.00
Dollars Earned	596,785.00	1,338,605.00	14,222,185.00	222,850.00	477,100.00	4,753,250.00
% of Allocation Earned	62%	57%	67%	23%	21%	22%

Scorecard Definitions
Changes

ABE Program Scorecard Printed

Program Year	2014-2015			2015-2016		
OST	38	271	886	19	145	546
OST Cert	N/A	N/A	N/A	2	10	78
OST Employ	N/A	N/A	N/A	2	7	48
Employment in TRO	28	164	848	N/A	N/A	N/A
Employment Incentive	320	2549	9004	145	898	3186
Employment PAI	0	0	0	N/A	N/A	N/A
HSE Earned	119	914	4187	50	428	1908
HSE Trans	N/A	N/A	N/A	0	10	94
HSE Employ	N/A	N/A	N/A	3	39	245

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Scorecard Definitions

Total Enrolled	Total number of students enrolled in the Adult Education Program. This includes students who are working on HSE, Accuplacer, College and Career Readiness skills, and ESL.
Total ABE Enrollment	Total number of students enrolled in the Adult Basic Education Program.
Total ESL Enrollment	Total number of Adult Education students who are enrolled in English as a Second Language.

Scorecard Definitions

Table 4 Pct	The percentage of all enrolled students who have made a level gain in an educational functioning level. (National Reporting System metrics)
Table 4B Pct	The percentage of enrolled students who have been pre and post tested and made a level gain. (National Reporting System metrics)
% Pre & Post	The percentage of enrolled students who have taken both a pre and a post test. (National Reporting System metrics)
Separated w/no Gain	The percentage of enrolled students who exited the program, but did not achieve a level gain. (National Reporting System metrics)

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Scorecard Definitions

Table 5 Entered	The percentage of enrolled students who were identified as seeking employment at time of entry and who entered employment within 90 days, or first quarter, after exiting the program. (National Reporting System metrics)
Table 5 Retained	The percentage of enrolled students who were identified as employed at time of entry and who are employed after 180 days, or 3rd quarter after exiting the program. (National Reporting System metrics)
Table 5 HSE	The percentage of enrolled students who entered the program and passed all five sections of the high school equivalency exam. (National Reporting System metrics)
Table 5 Post Sec	The percentage of enrolled students who transitioned into post secondary training, occupational skills training, or an apprenticeship after exiting the program and before the end of the following program year. (National Reporting System metrics)

Scorecard Definitions

Transition to Post Secondary	The number of enrolled students who earned the Postsecondary incentive points for the program, according to the Performance Incentive Schedule.
Occupational Skills Training	The number of enrolled students who complete a training program listed on INTraining, according to the Performance Incentive Schedule.
Occupational Skills Training Cert	The number of enrolled students who complete a training program listed on INTraining, according to the Performance Incentive Schedule.
Occupational Skills Training Employ	The number of enrolled students who complete a training program listed on INTraining and become employed in this pathway, according to the Performance Incentive Schedule.

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Scorecard Definitions

Employment Incentive	The number of enrolled students seeking employment or employed at time of entry, who entered employment or retained employment, earning the incentive points for the program, according to the Performance Incentive Schedule.
HSE Earned	The number of enrolled students who achieved a High School Equivalency or achieved a high school diploma, earning the incentive points for the program, according to the Performance Incentive Schedule.
HSE Trans	The number of enrolled students who achieve a High School Equivalency or a high school diploma, who then transfer to Post-Secondary with appropriate passing cut scores, according to the Performance Schedule.
HSE Employ	The number of enrolled students who achieve a High School Equivalency or high school diploma, who then get employed or retain employment, according to the Performance Incentive.

Scorecard Definitions

% Earning HSE	The percentage of enrolled Adult Basic Education students who earned the High School Equivalency Diploma.
Total Allocation	The total amount of funds the program was allocated for the current program term.
Points Earned	The total allocation points the program has earned to date through the Performance Incentive Schedule.
% of Allocation Earned	The percentage of allocation earned for the program year.

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Best Practice Webinars

➢ NRS Implementation Guidelines:

  ➢ http://www.nrsweb.org/foundations/implementation_guidelines.aspx

➢ Connect with your AEC if you have best practices to share for the following topics:

  ➢ April:

    ➢ Outreach and Recruitment

  ➢ June:

    ➢ Enrollment

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US Census, ACS, 2014

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